

Missouri Department of Elementary and Secondary Education Special Education District Profile

SPRINGFIELD R-XII (039-141)

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each district in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the district directly to the Department.

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

**Questions? Please contact the Special Education - Data Coordination at 573-751-7848
speddata@dese.mo.gov.**

SPP Targets and District Status					
SPP Indicator*		District Data 2011-12		Target 11-12	
Early Childhood Special Education Data (Table A)					
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) **		NA	NA	= 100.00%	
Percent of children in ECSE who demonstrated improved: (SPP 7)					
Positive social-emotional skills:	Summary Statement 1	99.02%	Met	≥	92.70%
	Summary Statement 2	46.58%	Not Met	≥	55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	98.13%	Met	≥	93.80%
	Summary Statement 2	44.29%	Met	≥	42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	98.58%	Met	≥	90.70%
	Summary Statement 2	47.03%	Not Met	≥	60.70%
Child Count and Educational Environment Data (Table B)					
Percent of children with IEPs inside regular class at >79% of the day (SPP 5A)		51.55%	Not Met	≥	59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		13.46%	Not Met	≤	10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		1.47%	Met	≤	3.50%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)		No			
Assessment Data (Table C)					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3B)		99.52%	Met	≥	95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)		99.12%	Met	≥	95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3C)		26.98%	Not Met	≥	56.20%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)		30.66%	Not Met	≥	56.40%
Evaluation Data (Table D)					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) **		NA	NA	= 100.00%	
Parent Survey Data (Table E)					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		NA	NA	≥	80.00%
Suspension/Expulsion Data (Table F)					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		No			
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)		No			
Secondary Transition Data (Table G)					
Graduation rate for students with disabilities (SPP 1)		74.66%	Not Met	≥	83.20%
Dropout rate for students with disabilities (SPP 2)		3.20%	Met	≤	4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) **		NA	NA	= 100.00%	
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	23.38%	Not Met	≥	24.40%
	enrolled in higher education or competitively employed	40.26%	Not Met	≥	46.90%
	total employed / continuing education	57.79%	Met	≥	51.30%

* Only those indicators for which data are available and/or targets have been established are included in this summary

** Data are collected from districts in conjunction with their Monitoring review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Special Education Child Count and Participation Rates (A1)

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-PK5				
	2009-10	2010-11	2011-12	State: 2011-12
Child Count	333	377	383	11,448
Participation Rate	5.54%	6.28%	6.38%	5.80%

Source: District reported data via MOSIS Student Core and 2010 census data

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2009-10		2010-11		2011-12		State
	#	%	#	%	#	%	2011-2012
<i>In the regular early childhood program:</i>	164	49.25%	175	46.42%	166	43.34%	56.09%
◆ 10+ hours with majority of sped services in: EC Program*			77	20.42%	102	26.63%	24.61%
Other Location			80	21.22%	56	14.62%	20.26%
◆ less than 10 hours with majority of sped services in: EC Program*			1	0.27%	1	0.26%	5.15%
Other Location			17	4.51%	7	1.83%	6.07%
Separate Class	136	40.84%	153	40.58%	177	46.21%	30.06%
Separate School	6	1.80%	2	0.53%	1	0.26%	1.59%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.00%
Home	4	1.20%	8	2.12%	2	0.52%	1.09%
Service Provider location	23	6.91%	39	10.34%	37	9.66%	11.17%
Total Early Childhood	333	100.00%	377	100.00%	383	100.00%	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	164	49.25%	78	20.69%	103	26.89%	29.76%
Total separate placement** (SPP 6B)	142	42.64%	155	41.11%	178	46.48%	31.65%

Source: District reported data via MOSIS Student Core

Percentage = Educational Environment / Total Early Childhood

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number referred and eligible	NA	NA	32	NA	NA
IEPs developed within acceptable timelines	NA	NA	32	NA	NA
Percent developed within acceptable timelines	NA	NA	100.00%	NA	NA
State % developed within acceptable timelines	97.38%	95.00%	98.58%	99.46%	95.90%

Source: Data are collected from districts in the year prior to monitoring review

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Outcome Data (SPP 7) (A4)

Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

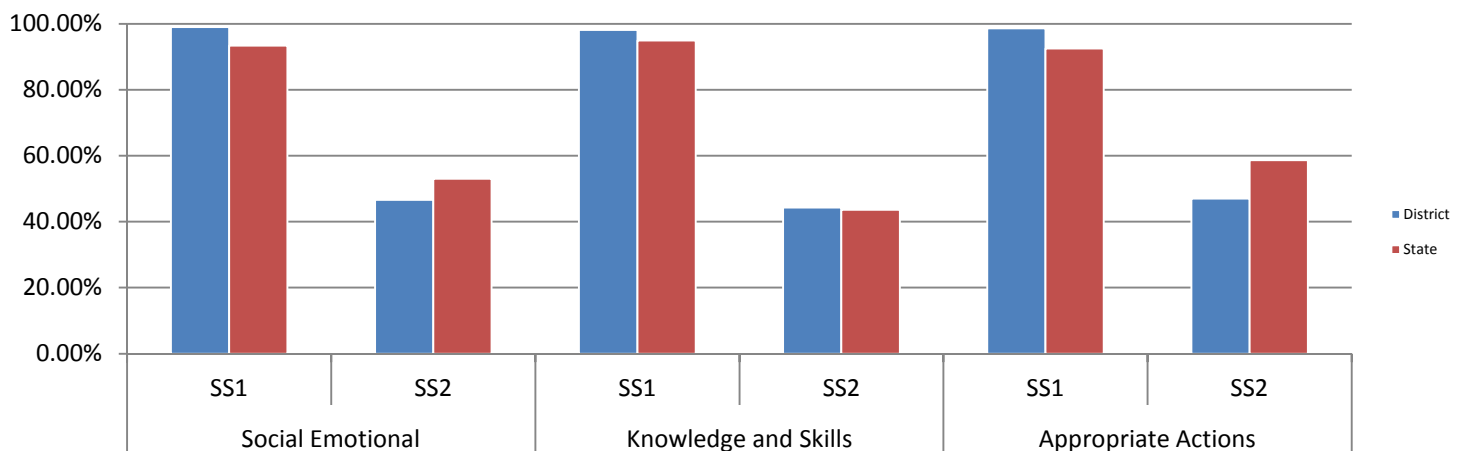
Outcomes:	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
2011-2012 School Year	#	%	State %	#	%	State %	#	%	State %
Outcomes:									
Percent of children who									
a. did not improve functioning	1	0.46%	1.47%	3	1.37%	1.74%	3	1.37%	1.53%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	1	0.46%	3.70%	1	0.46%	2.87%	0	0.00%	4.09%
c. improved functioning to a level nearer to same-aged peers but did not reach	115	52.51%	41.85%	118	53.88%	51.82%	113	51.60%	35.77%
d. improved functioning to reach a level comparable to same-aged peers	88	40.18%	31.02%	92	42.01%	33.75%	96	43.84%	34.04%
e. maintained functioning at a level comparable to same-aged peers	14	6.39%	21.96%	5	2.28%	9.82%	7	3.20%	24.57%
Total:	219	100.00%	100.00%	219	100.00%	100.00%	219	100.00%	100.00%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.		99.02%	93.38%		98.13%	94.89%		98.58%	92.54%
2. Percent of children who were functioning within age expectations by the time they exited.		46.58%	52.98%		44.29%	43.57%		47.03%	58.60%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months

Early Childhood Outcomes



SS1=Summary Statement 1 (see above)

SS2=Summary Statement 2 (see above)

Child Count and Educational Environment Data - (Table B)

Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)

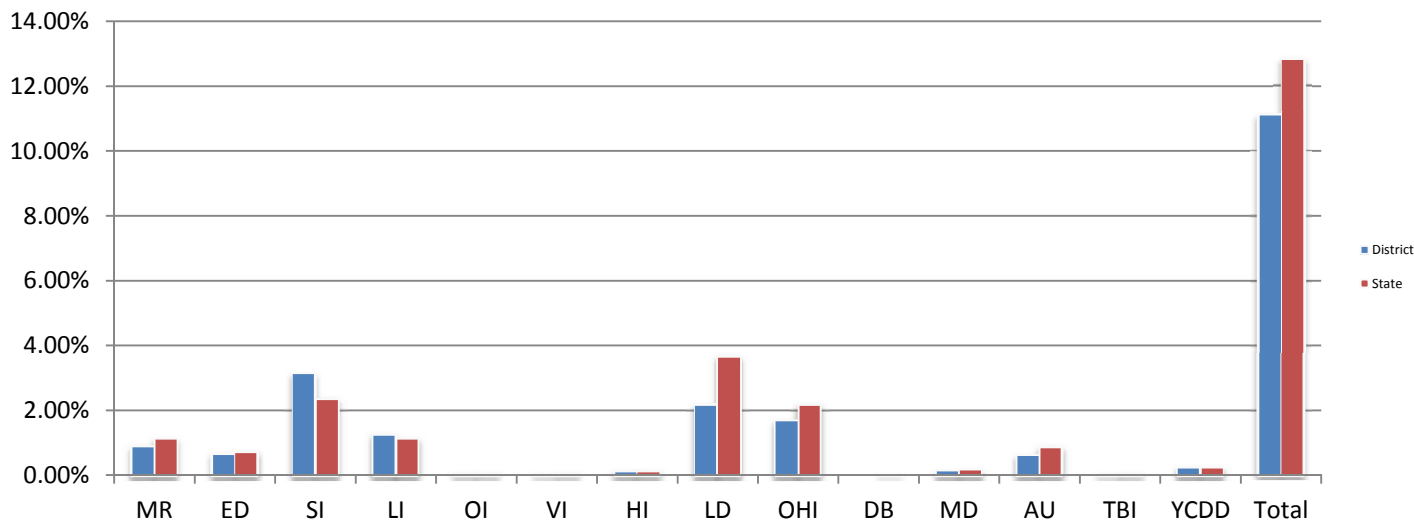
The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2011-12	State 2011-12
Mental Retardation/Intellectual Disability	219	2	0.90%	1.15%
Emotional Disturbance	164	0	0.67%	0.73%
Speech Impairment	763	41	3.13%	2.36%
Language Impairment	309	8	1.27%	1.15%
Orthopedic Impairment	14	0	0.06%	0.06%
Visual Impairment	11	0	0.05%	0.06%
Hearing Impairment	33	0	0.14%	0.13%
Specific Learning Disabilities	531	17	2.18%	3.66%
Other Health Impairment	413	4	1.70%	2.18%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	37	0	0.15%	0.17%
Autism	152	3	0.62%	0.89%
Traumatic Brain Injury	6	0	0.02%	0.05%
Young Child w/ Developmental Delay	60	0	0.25%	0.26%
Total	2,712	75	11.14%	12.85%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Incidence rate = Total 5K-21 Child Count / K-12 district enrollment

Special Education Incidence Rates



Percent of Students by Race/Ethnicity (SPP 9/10) (B2)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

School Year: 2011-12	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	83.22%	7.97%	4.12%	2.34%	0.54%	0.39%	1.40%	100.00%
Total IEP Child Count (3-21)	84.44%	9.17%	3.05%	1.42%	0.70%	0.17%	1.06%	100.00%
MR / ID	75.12%	17.51%	3.23%	2.30%	0.46%	0.00%	1.38%	100.00%
Emotional Disturbance	84.85%	11.52%	2.42%	0.00%	0.61%	0.00%	0.61%	100.00%
Speech/Language Impairment	88.92%	6.96%	0.69%	1.27%	0.78%	0.29%	1.08%	100.00%
Specific Learning Disability	83.27%	10.89%	3.11%	0.58%	1.17%	0.19%	0.78%	100.00%
Other Health Impairment	85.27%	9.42%	1.21%	1.69%	0.72%	0.00%	1.69%	100.00%
Autism	86.84%	7.89%	1.32%	3.95%	0.00%	0.00%	0.00%	100.00%

Source: District reported data via MOSIS Student Core Child Count data is as of December 1

Child Count and Educational Environment Data - (Table B)

School-age Educational Environments (SPP 5) (B3)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

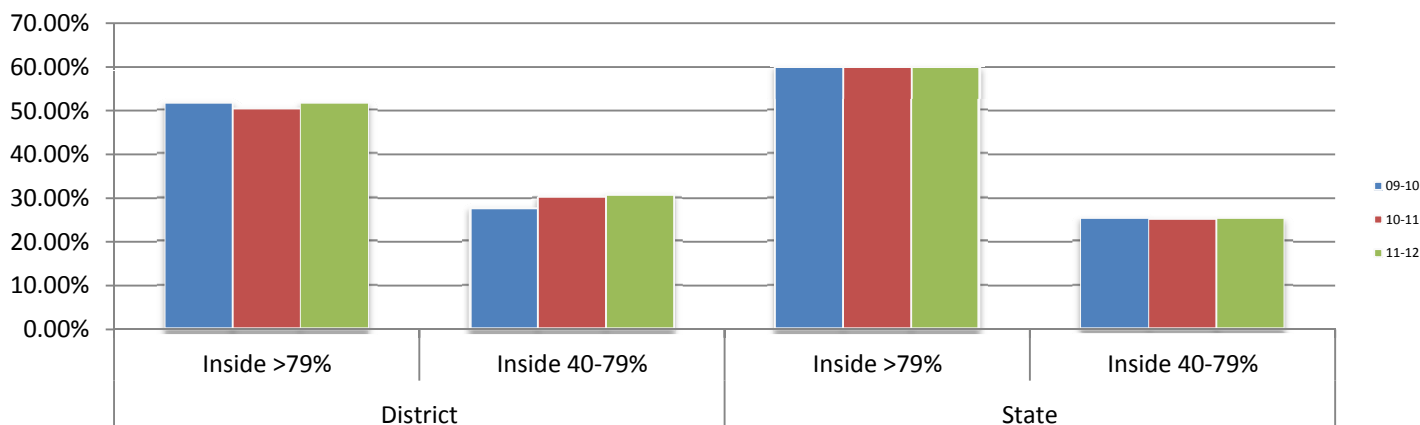
Placement Categories	2009-2010		2010-2011		2011-2012		State 2011-2012
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5A)	1,282	51.74%	1,211	50.35%	1,398	51.55%	59.99%
Inside Regular Class 40-79%	687	27.72%	726	30.19%	834	30.75%	25.20%
Inside Regular Class <40% (SPP 5B)	398	16.06%	370	15.38%	365	13.46%	9.34%
Private Separate (Day) Facility*	0	0.00%	3	0.12%	2	0.07%	0.59%
Public Separate (Day) Facility*	38	1.53%	28	1.16%	20	0.74%	1.36%
Homebound/Hospital*	12	0.48%	8	0.33%	18	0.66%	0.62%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.01%
Correctional Facility	0	0.00%	0	0.00%	0	0.00%	0.05%
Parentally Placed Private School	61	2.46%	59	2.45%	75	2.77%	1.94%
State Operated Separate School^	NA	NA	NA	NA	NA	NA	0.91%
Total School Age	2,478	100.00%	2,405	100.00%	2,712	100.00%	100.00%
Total of Separate Placements* (SPP 5C)	50	2.02%	39	1.62%	40	1.47%	3.48%

Source: District reported data via MOSIS Student Core.

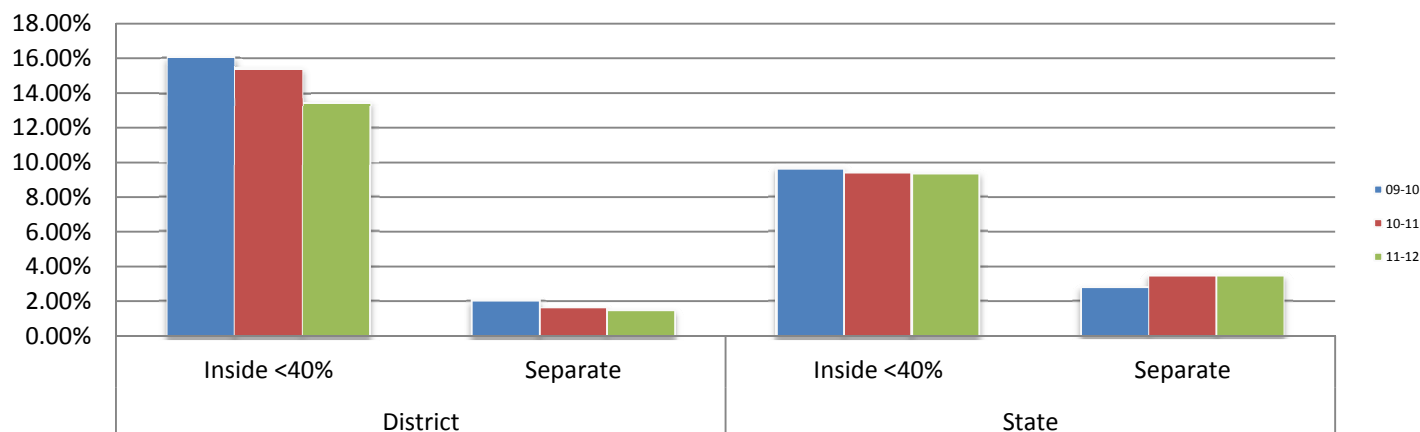
*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Educational Environments: Inside > 79% and Inside 40-79%



Educational Environments: Inside < 40% and Separate Placements



Student Assessment Data - (Table C)

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at: <https://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two
2011-12 - IEP MAP and MAP-A												
	Communication Arts						Mathematics					
3	308	308	93	100.0%	30.2%	28.1%	308	307	120	99.7%	39.1%	35.6%
4	256	256	62	100.0%	24.2%	29.5%	256	256	70	100.0%	27.3%	32.2%
5	224	224	63	100.0%	28.1%	28.1%	225	225	64	100.0%	28.4%	31.7%
6	188	188	45	100.0%	23.9%	23.4%	188	187	50	99.5%	26.7%	28.6%
7	203	201	46	99.0%	22.9%	24.0%	203	201	65	99.0%	32.3%	29.7%
8	157	157	32	100.0%	20.4%	21.9%	157	157	41	100.0%	26.1%	22.1%
HS	124	119	51	96.0%	42.9%	36.8%	147	138	41	93.9%	29.7%	26.9%
3-5	788	788	218	100.0%	27.7%	28.6%	789	788	254	99.9%	32.2%	33.2%
6-8	548	546	123	99.6%	22.5%	23.2%	548	545	156	99.5%	28.6%	26.9%
All	1,460	1,453	392	99.5%	27.0%	27.3%	1,484	1,471	451	99.1%	30.7%	29.7%
2010-11 - IEP MAP and MAP-A												
	Communication Arts						Mathematics					
3	277	277	58	100.0%	20.9%	28.5%	278	278	83	100.0%	29.9%	34.5%
4	246	246	71	100.0%	28.9%	30.8%	246	245	92	99.6%	37.6%	33.6%
5	215	215	64	100.0%	29.8%	28.0%	215	215	74	100.0%	34.4%	31.6%
6	208	208	40	100.0%	19.2%	23.6%	208	208	66	100.0%	31.7%	30.5%
7	177	177	35	100.0%	19.8%	21.7%	177	177	49	100.0%	27.7%	25.4%
8	160	159	35	99.4%	22.0%	21.1%	160	160	44	100.0%	27.5%	22.3%
HS	160	155	54	96.9%	34.8%	34.3%	180	179	52	99.4%	29.1%	27.2%
3-5	738	738	193	100.0%	26.2%	29.1%	739	738	249	99.9%	33.7%	33.2%
6-8	545	544	110	99.8%	20.2%	22.2%	545	545	159	100.0%	29.2%	26.2%
All	1,443	1,437	357	99.6%	24.8%	26.9%	1,464	1,462	460	99.9%	31.5%	29.5%
2009-10 - IEP MAP and MAP-A												
	Communication Arts						Mathematics					
3	255	255	63	100.0%	24.7%	27.5%	255	254	77	99.6%	30.3%	33.7%
4	231	231	63	100.0%	27.3%	29.9%	232	232	78	100.0%	33.6%	32.9%
5	241	241	60	100.0%	24.9%	28.2%	241	241	66	100.0%	27.4%	31.4%
6	187	187	35	100.0%	18.7%	21.4%	187	187	61	100.0%	32.6%	27.6%
7	172	170	38	98.8%	22.4%	20.1%	172	172	52	100.0%	30.2%	25.7%
8	169	168	36	99.4%	21.4%	20.5%	169	169	48	100.0%	28.4%	22.7%
HS	156	156	59	100.0%	37.8%	36.0%	169	169	52	100.0%	30.8%	28.3%
3-5	727	727	186	100.0%	25.6%	28.6%	728	727	221	99.9%	30.4%	32.7%
6-8	528	525	109	99.4%	20.8%	20.7%	528	528	161	100.0%	30.5%	25.4%
All	1,411	1,408	354	99.8%	25.1%	26.1%	1,425	1,424	434	99.9%	30.5%	29.1%

Source: MAP Assessment - includes MAP and MAP-A results

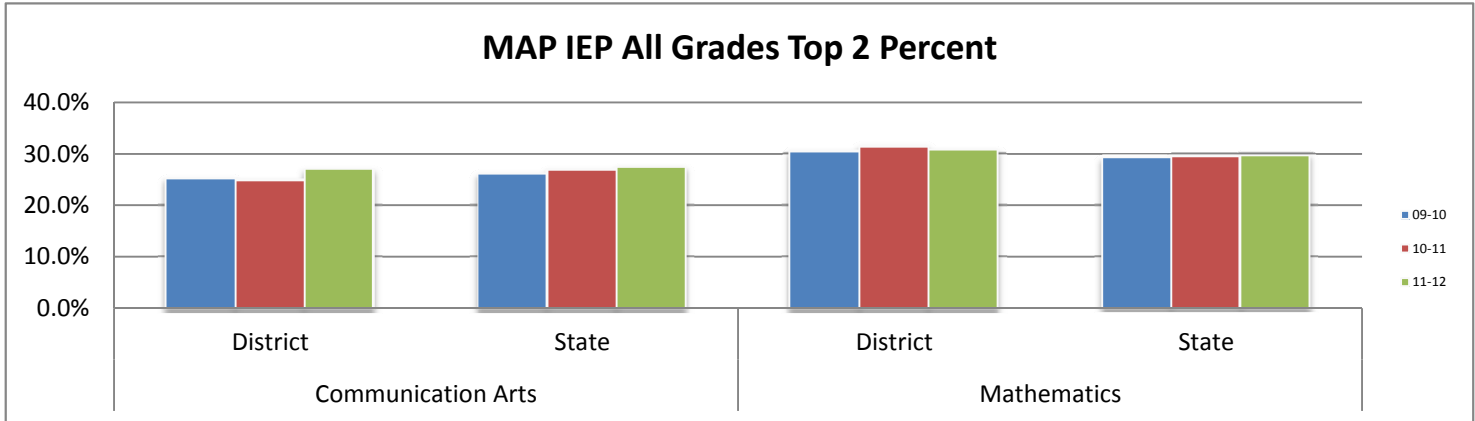
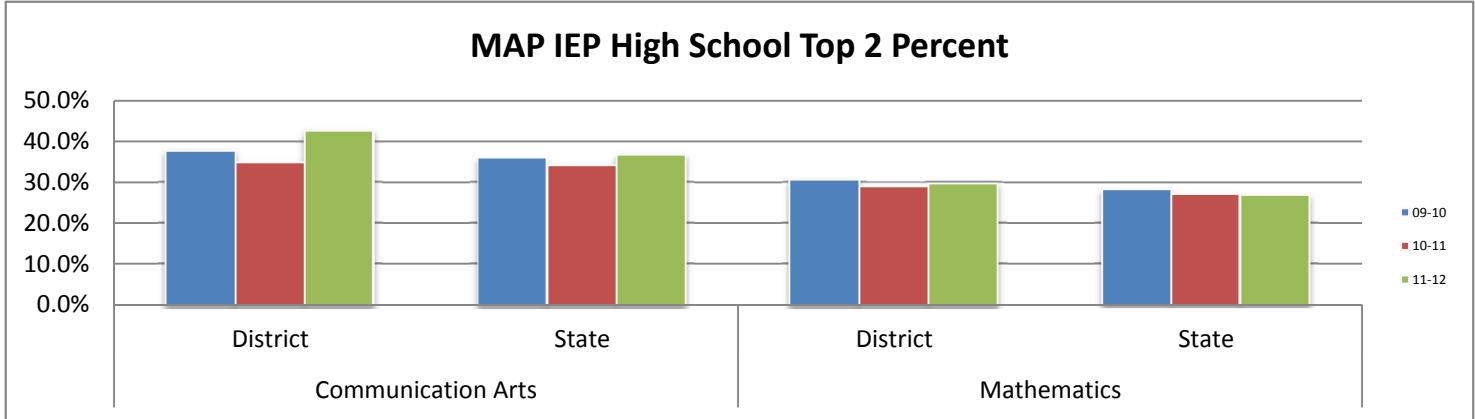
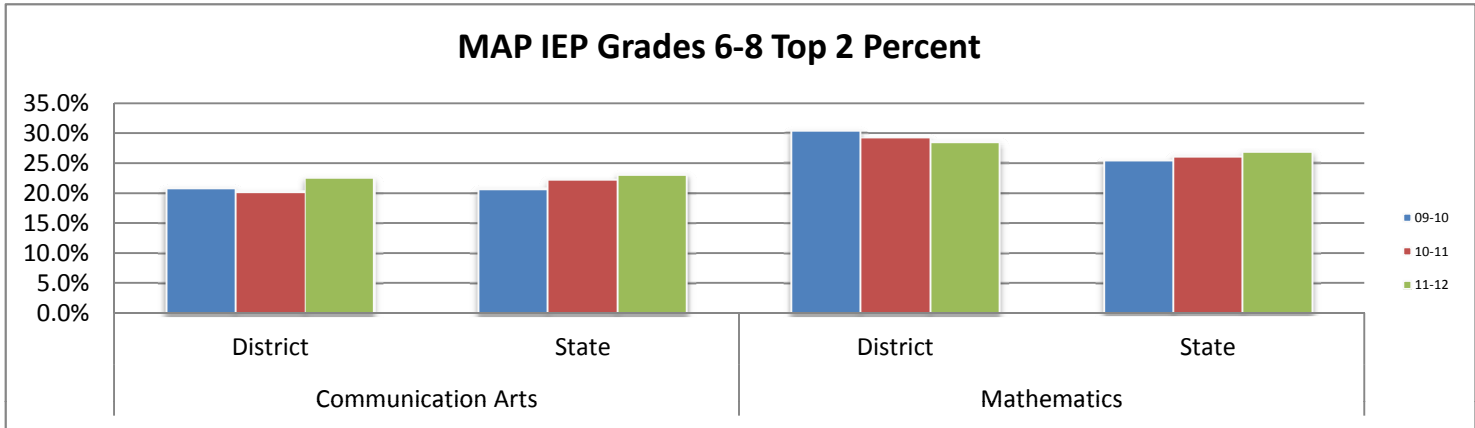
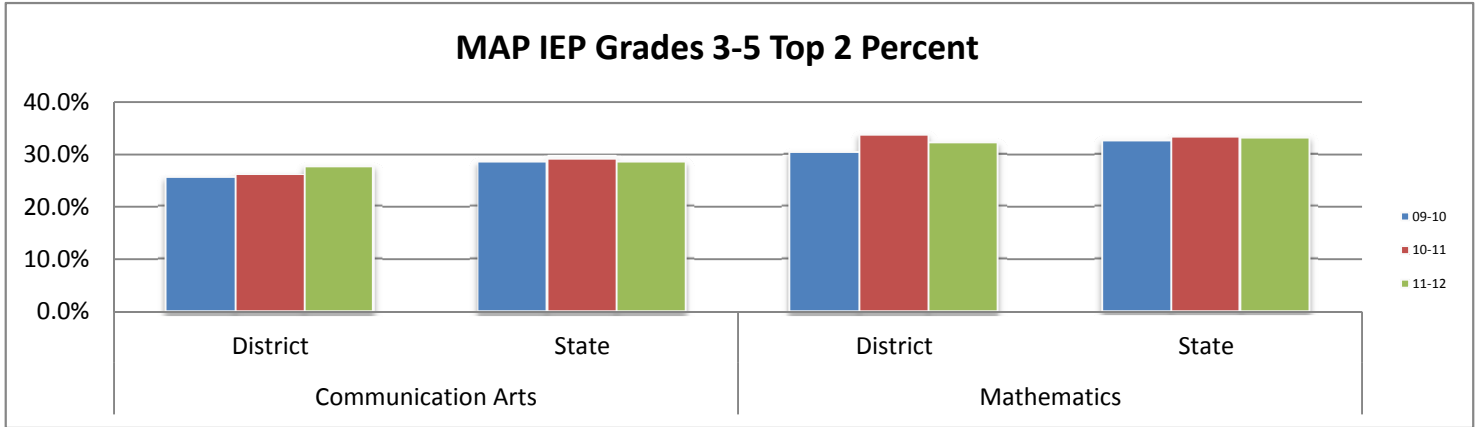
Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Student Assessment Data - (Table C)



HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data - (Tables D, E, and F)

Initial Evaluation Timelines (SPP 11) (Table D)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number evaluated	NA	NA	476	NA	NA
Number within acceptable timelines	NA	NA	470	NA	NA
Percent within acceptable timelines	NA	NA	98.74%	NA	NA
State % within acceptable timelines	96.59%	97.75%	96.76%	97.75%	97.85%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8) (Table E)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Responses	NA	NA	NA	728	NA
Number Agree/Strongly Agree	NA	NA	NA	505	NA
% Agree/Strongly Agree	NA	NA	NA	69.37%	NA
State % Agree/Strongly Agree	72.18%	69.55%	69.25%	71.39%	77.76%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey

Note: Data collected from districts in conjunction with their monitoring review

Suspension/Expulsion Data (SPP 4A) (Table F)

School Year 2011-2012	Students with Disabilities			Non Disabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	353	11.41	11.5	1,475	6.69	6.1	1.71	1.89
OSS > 10 Days	68	2.20	2.3	279	1.26	1.1	1.74	2.16
ISS - All	529	17.09	14.4	3,123	14.16	9.7	1.21	1.49
ISS > 10 Days	51	1.65	1.7	269	1.22	0.8	1.35	2.07
Total OSS and ISS	882	28.5	25.9	4,598	20.84	15.7	1.37	1.65
Incident Counts								
OSS - All	686	22.16	24.8	2,539	11.51	11.1	1.93	2.23
OSS > 10 Days	68	2.20	2.4	282	1.28	1.1	1.72	2.17
American Indian	0	0.00	1.4	Note: the ratios for the racial/ ethnic groups use the Non- Disabled OSS>10 days for all races as the comparison group			0.00	1.31
Asian	0	0.00	0.8				0.00	0.70
Black	12	4.33	7.0				3.39	6.30
Hispanic	1	1.05	1.4				0.82	1.31
Multi Racial	0	0.00	2.1				0.00	1.89
Pacific Islander	0	0.00	0.8				0.00	0.77
White	55	2.10	1.4				1.64	1.22
ISS - All	1,363	44.04	37.8	8,022	36.36	22.4	1.21	1.68
ISS > 10 Days	51	1.65	1.7	270	1.22	0.8	1.35	2.08
Total OSS and ISS	2,049	66.20	62.6	10,561	47.87	33.6	1.38	1.86

Source: District reported data via MOSIS Discipline and MOSIS Student Core.

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data - (Table G)

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2) (G1)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2009-10	2010-11	2011-12	State 2011-12
Number of students with disabilities who graduated	156	134	120	6,563
Special Education (IEP) cohort - 4 years	NA	192	146	8,079
Number graduating in 4 years	NA	135	109	5,892
4-year graduation rate	NA	70.31%	74.66%	72.93%
Special Education (IEP) cohort - 5 yrs	NA	194	NA	NA
Number graduating in 5 years	NA	146	NA	NA
5-year graduation rate	NA	75.26%	NA	NA

Graduation rate = Number graduating / Special Education (IEP) Cohort x 100

Dropout data (SPP 2)	2009-10	2010-11	2011-12	State 2011-12
Number of students with disabilities ages 14 - 21	786	691	751	38,560
Number of students with disabilities who dropped out	36	26	24	1,510
Dropout rate for students with disabilities	4.58%	3.76%	3.20%	3.92%

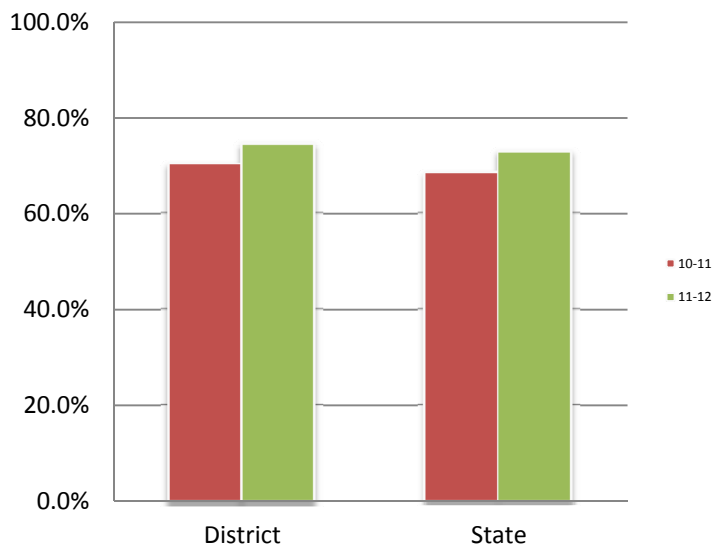
Source: District reported data via MOSIS Student Core and MOSIS Enrollment and Attendance

Dropout rate = Dropouts / 14-21 Child Count x 100

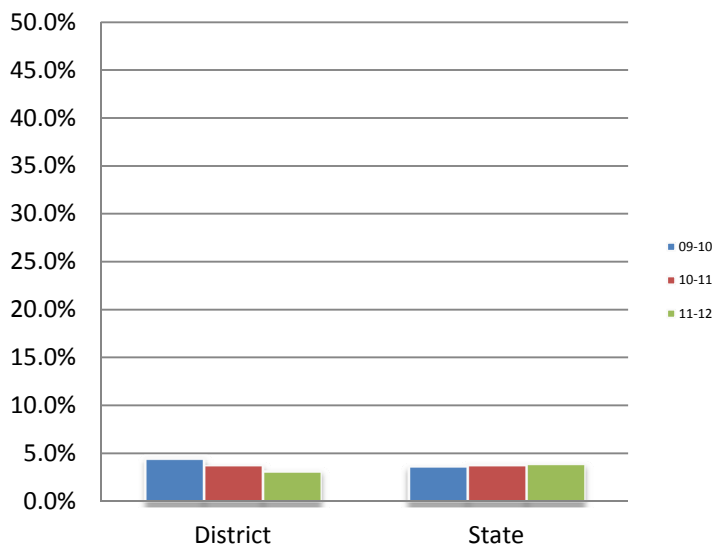
For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

4-Year Graduation Rates



Dropout Rates



Secondary Transition Plans (SPP 13) (G2)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Reviewed	NA	NA	8	NA	NA
Number Met	NA	NA	8	NA	NA
Percent Met	NA	NA	100.00%	NA	NA
State	82.50%	88.38%	91.31%	79.96%	82.35%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data - (Table G)

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14) (G3)

Districts are required to follow-up for special education graduates and dropouts from the previous year. The following table indicates the district-reported data.

<i>Follow-up reported during the 2011-2012 School Year</i>		10-11 Graduates		10-11 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2 YR College	<i>completed at least one term</i>	27	21.1%	1	3.8%	28	18.2%	24.1%
(2) 4 YR College		8	6.3%	0	0.0%	8	5.2%	7.7%
(3) Non College		27	21.1%	0	0.0%	27	17.5%	3.3%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	21	16.4%	4	15.4%	25	16.2%	21.3%
(5) Employed (Not Competitively)		0	0.0%	0	0.0%	0	0.0%	2.2%
(6) Military		1	0.8%	0	0.0%	1	0.6%	1.6%
(7) Other		2	1.6%	3	11.5%	5	3.2%	13.1%
(8) Continuing Education - did not complete one term		0	0.0%	0	0.0%	0	0.0%	3.8%
(9) Employed - less 20 hrs per week or 90 days		4	3.1%	2	7.7%	6	3.9%	3.2%
(10) Unknown		38	29.7%	16	61.5%	54	35.1%	19.8%
(11) Not Available		6		0		6		
Total (excludes Not Available)		128	100.0%	26	100.0%	154	100.0%	100.0%
A. Enrolled in higher education*		35	27.3%	1	3.8%	36	23.4%	31.8%
B. Enrolled in higher education or competitively employed*		57	44.5%	5	19.2%	62	40.3%	54.7%
C. Total Employed / continuing Education*		84	65.6%	5	19.2%	89	57.8%	60.1%

Source: District reported data via MOSIS February Follow-up

***Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]

